

Learning about ourselves

Through life experiences we grow in our spiritual, physical, mental, social and emotional identity. As we build our understanding of our identity, we can make more informed choices.

Big Ideas:	Health & Well Being	Active Citizenship																
AusVELS An inquiry developed under this throughline might cover content from the following learning domains	Health & Physical Education Economic & Geography Science	Humanities – Economics Civics & Citizenship																
RE An inquiry developed under this throughline might connect with our Catholic faith and traditions in the following way	‘I pray that in all respects you may prosper and be in good health, just as your soul prospers.’ John 3 1-2 Prayer and spiritual growth, Sacrament of Reconciliation, Respect and care for all life	‘Let your light shine before others, so that they may see you good works.’ Matthew 5:16 Discipleship, Communities of Faith, Baptism, Gospel values such Justice, compassion, inclusiveness																
Concepts An inquiry developed under this throughline might address the following key concepts	Well being, Identity, Resilience, Relationships, Cause and Effect, Ethics, relationships, Change, Responsibility, Systems	Relationships, Rights and responsibilities, needs and wants,																
Cross Curriculum Priorities An inquiry developed under this throughline might address the following curriculum priorities	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Aboriginal & Torres Strait Islander people & Cultures</th> <th style="width: 25%;">Asian & Australia's Engagement with Asia</th> <th style="width: 25%;">Sustainability</th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Aboriginal & Torres Strait Islander people & Cultures	Asian & Australia's Engagement with Asia	Sustainability				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Aboriginal & Torres Strait Islander people & Cultures</th> <th style="width: 25%;">Asian & Australia's Engagement with Asia</th> <th style="width: 25%;">Sustainability</th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Aboriginal & Torres Strait Islander people & Cultures	Asian & Australia's Engagement with Asia	Sustainability							
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Inquiry Skills An inquiry developed under this throughline might develop the following skills	Identifying cause and effect, making choices, ethical decision making, identifying/predicting consequences, analyzing	Analyze, act, communicate, listen with empathy and understanding Skills of field study																

Learning about others

Our knowledge of history, geography and culture help us connect, understand and respond with different societies around the world. This will develop a deeper awareness and appreciation of how our local, national and global has changed over time.

Big Ideas	Communities & culture	Historical change																
AusVELS An inquiry developed under this throughline might cover content from the following learning domains	Humanities - history Civics & Citizenship Geography The Arts	Humanities – Economics Civics & Citizenship																
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Concepts An inquiry developed under this throughline might address the following key concepts	Identity, Relationships, culture, diversity, values & beliefs, heritage, tradition	Change, Continuity, Time, Cause & Effect,																
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Inquiry Skills An inquiry developed under this throughline might develop the following skills	Identifying cause and effect, making choices, ethical decision making, identifying/predicting consequences, analyzing	Investigating, comparing, critically analysing sources, identifying perspectives,																

Learning about the Physical World

The development of scientific knowledge impacts on people's lives and their understanding of the world. Through scientific investigations we develop curiosity, questioning and research in finding out how things work, why things happen and our responsibility as global citizens.

Big Ideas	Scientific World	Sharing the planet						
AusVELS An inquiry developed under this throughline might cover content from the following learning domains	Science (chemical & physical)	Science (biological) Geography Civics & Citizenship						
RE An inquiry developed under this throughline might connect with our Catholic faith and traditions in the following way	'Everyone was gripped with great awe and wonder. And they praised God saying over and over again we have seen amazing things today.' Luke 5:26 Transformation, (Observable & non-observable) gifts and talents	'Let them have dominion over every living thing that moves on the earth' Genesis 1: 28 Creation, stewardship Choices and actions						
Concepts An inquiry developed under this throughline might address the following key concepts	Cause and Effect, change, reaction, characteristics, energy & motion,	Interdependence, Systems, Environment, Cause and Effect, resources, Relationships, Responsibility, sustainability						
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Inquiry Skills An inquiry developed under this throughline might develop the following skills	Predict, observe, explain, experimenting, hypothesizing, proving, developing fair test, recording and communicating, investigating and analyzing, responding with wonder & awe			Investigating, identifying cause and effect, justifying and analyzing, acting				

Learning about the Changing World

As people created in the image of God, each individual has the responsibility to learn about the diversity of our world and how humans can both utilize and impact the earth, its environment and its resources in different ways.

Big Ideas	Enterprise & Innovation	Our Natural World						
AusVELS An inquiry developed under this throughline might cover content from the following learning domains	Economics Humanities – Economics Civic & Citizenship Technologies: <i>Design & technology; Digital Technologies</i> The Arts (A Lens)	Science (Earth & Environment) Geography Humanities						
RE An inquiry developed under this throughline might connect with our Catholic faith and traditions in the following way	‘Ask & it will be given you; search and you will find; knock and the door will be opened for you.’ Mt 7: 7 Gifts and talents (Sacrament of Confirmation) to serve others Growing into the person we are called to become	‘God saw everything he had made, and indeed it was good’ Genesis 1: 31 Lent & Easter Biblical geography Journey						
Concepts An inquiry developed under this throughline might address the following key concepts	Need & wants, innovation, sustainability, resources, ethics		Systems, Environment, Cause and Effect, resources, diversity, interdependence					
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Inquiry Skills An inquiry developed under this throughline might develop the following skills	Investigate, design, produce, evaluate, research, analyse, creativity, needs and change, persisting, thinking flexibly, innovating, imagining, applying past knowledge., Thinking interdependently				Investigating, explaining cause and effect, observing data in the field, collecting, analyzing, comparing, synthesizing			

WRITING PLANNER, Monday 25 th Aug	Text type: Narrative, Description
	Oral Language Focus: <ul style="list-style-type: none"> Participating in class, group and pair discussions about shared experiences and shared texts. Using correct tense in speech. Using adjectives to describe a noun.
	Writing Focus: <p>To record a cohesive sentence using simple structures including adjectives, verbs, nouns correctly.</p> <p>To read back over own writing.</p> <p>To independently complete a narrative including a problem and solution.</p>
	Letter Focus: <p>Forming letters correctly using the correct entry and exit points, and correct directionality.</p> <p>Ensuring students are seated with correct posture.</p> <p>Students are to use a mature tripod grip, and use the contra-lateral hand appropriately.</p> <p>To sit letter appropriately on the dotted thirds, using consistent sizing and spacing.</p>
	Word Focus: <p>Using High Frequency Word wall to assist when spelling high frequency words, Stretching out sounds ensuring the beginning, middle and end sounds are recorded.</p>

	Monday 25 th Aug	Tuesday 26 th Aug	Wednesday 27 th Aug	Thursday 28 th Aug	Friday 29 th Aug
Oral Language Experience 20mins	Planning for Recount Students Think-Pair-Share about one event that happened on their weekend. They are prompted with the 5W and H questions. Students then sketch and label their ideas.	Planning a character Using a spider map, students will independently illustrate the main character of the story. Students will then fill in the spider map by adding 6 adjectives to describe their character. With a partner, students will share their main character.	Planning a setting On the pre-prepared spider map, students will independently illustrate the setting of the story. Students will then fill in the spider map by adding 6 adjectives to describe the setting. With a partner, students will share their main character.	Orally Narrate story Students will share with a partner what their story is going to be about. They need to orally share their story including who are the main characters, where is the story set, what is the problem, how is the problem solved?	Planning for Personal Reflections Students Think-Pair-Share about a chosen topic of interest or/Students can reflect on given stimulus photograph. Students then sketch and label their ideas.
Independent Writing Task Whole Class Learning Intention Instructional Strategy	Personal Recount Teacher to Model own Recount, students then record their recount in their pink writing books. WALT: To recall in sequence a personal event and record this event using complete sentences.	Character description Independently, students will record some sentences in their Writing book to describe their character. They will use the following words: hair, colour, size, personality WALT: Write a description about a character.	Setting description Students independently record some sentences to describe their setting. They can use prompts such as.. Where, colours, what would you see, what time of day, what is the mood like? WALT: Write a description about a setting.	Narrative Independently, students will record their narrative. They need to make sure they introduce the character and setting, give a problem and solution. WALT: Write a narrative including a problem and solution.	Free Writing Time Teacher to engage in interactive recording of a narrative from a stimulus photograph. Students are given time to record their own writing and ideas. WALT: To record ideas that we are interested in.
Success Criteria	WILF: - a capital letter at the beginning of each sentence - a full stop at the end of each sentence - stretching out sounds when recording - letters placed on the correct lines TIB: We are learning to record our ideas in complete sentences.	WILF: - a capital letter at the beginning of each sentence - a full stop at the end of each sentence - stretching out sounds when recording - spaces between each word. TIB: It is important to give our audience an idea of who the main character is.	WILF: - a capital letter at the beginning of each sentence - a full stop at the end of each sentence - stretching out sounds when recording - 2 adjectives to describe the setting. TIB: Our audience needs to be able to visualize our setting before they read the rest of the story.	WILF: - a capital letter at the beginning of each sentence - a full stop at the end of each sentence - writing sitting on the correct lines - a problem and a solution TIB: All narratives have a problem and solution to make it interesting for the audience to read.	WILF: - writing their matches the planning of writing - each letter formed correctly and placed on the correct line - a capital letter at the beginning and full stop at the end of each sentence TIB: We can write for our own enjoyment.
Focus Group: WALT (During Oral Language Exp)	<i>Sebastian, Hadi, , Avery, ,</i> Planning a complete sentence to write Identifying the initial and dominant sounds in words.	<i>Nimerta, Noah, Amelia, Elle, Julian Amrita Millie</i> Leaving spaces between word, capital letters and stop	<i>Maddie, Isabella V, Eva, Mia, Giveny, Isabella C</i> Correct letter formation on dotted thirds.	<i>Flynn, Luke Cristian, Jack A, Xavier</i> Leaving spaces between word, capital letters and stop	<i>Alexia, Jack D, Danidu, Ema, Charlie, Jaime, Violet,</i> Correct letter formation on dotted thirds.
Share Time Focus	Some students can choose to share their writing to the whole class.	Each student will read their description to a partner. Their partner has to underline the adjectives in their description.	Each student will read their description to a partner. Their partner has to underline the adjectives in their description.	Share with partner, partner to give 3 star feedback in relation to success criteria.	Some students can choose to share their writing to the whole class.

<p>Reading Non-Fiction: Biographies Documentaries Profiles Historical recounts Information reports</p>	<p>Inquiry Unit: Leaders of the Pack Year: 5 Term: 4 2014 Thinking: Critical Thinking & Creative Thinking</p>	<p>Reading Fiction: Narratives Films</p>																				
<p>Writing Non-Fiction: To Argue <u>Grammatical features</u> Mental verbs- believe, like Connectives- temporal, casual conditional- because, comparative- however, on the other hand, Movement from personal to impersonal voice Structure pg 188-219</p>	<p>Vocabulary and spelling:</p> <table border="0"> <tr> <td>Sound Visual Meaning</td> <td>Qualities</td> </tr> <tr> <td>Federal</td> <td>Attributes</td> </tr> <tr> <td>Local</td> <td>Empathy</td> </tr> <tr> <td>State</td> <td>Choice</td> </tr> <tr> <td>Prime minister</td> <td>Distributing</td> </tr> <tr> <td>Government</td> <td>Delegate</td> </tr> <tr> <td>Parliament</td> <td>Decisions</td> </tr> <tr> <td>empowerment</td> <td>Conflict</td> </tr> <tr> <td>Leader</td> <td>Resolution</td> </tr> <tr> <td>Traits</td> <td>relationship</td> </tr> </table>	Sound Visual Meaning	Qualities	Federal	Attributes	Local	Empathy	State	Choice	Prime minister	Distributing	Government	Delegate	Parliament	Decisions	empowerment	Conflict	Leader	Resolution	Traits	relationship	<p>Writing Fiction: To Narrate Grammatical Features Action verbs Temporal connectives Typically written in past tense Voice, Purpose and Audience Narrative – Themes, development of character in context of events, Comprehension: Synthesising, Analysing & Questioning The features of a successful narrative <u>Grammar:</u> past tense verb, building of noun groups, varying sentences types, complex and compound sentences. Action verbs, metaphorical use of verbs (Mia bubbled with enthusiasm), mental verbs (she felt unhappy), adjectives (GTG pg 99), adverbial phrases</p>
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<p>Oral Literacy Non-Fiction: Leadership Speech Oral presentation to be put on weebly</p>	<p>Visual Non-Fiction / Fiction: Kid president Motivational speeches TED talks</p>	<p>Oral Literacy Fiction: Book reports</p>																				

Reading and viewing

Language

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)

Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)

Recognise uncommon plurals, for example 'foci' (ACELA1514)

Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Writing

Language

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

Literature

Create literary texts that experiment with structures, ideas and stylistic features of

Speaking and Listening

Language

Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Literature

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Literacy

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

Use interaction skills, for example paraphrasing, questioning and interpreting

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

Literacy

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

selected authors (ACELT1798)

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

Literacy

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)

Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

(ACELY1702)

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources
(ACELY1703)